Jurnal Profesionalisme Guru

The Implementation of The Quantum Learning Model in Improving Learning Outcomes on the Topic of Congregational Sunnah Prayer at SMP Negeri 2 Barumun Satu Atap

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Abstract:

This study aims to analyze the implementation of the Quantum Learning model in enhancing learning outcomes on the topic of congregational Sunnah prayer at SMP Negeri 2 Barumun Satu Atap. The research method used is a quantitative approach with a classroom action research (CAR) design. This study involves eighth-grade students as research subjects, focusing on improving their understanding and skills in performing congregational Sunnah prayers. Quantum Learning is applied to create a more active and engaging learning environment through an experience-based, interactive, and reflective approach. The research results indicate that implementing Quantum Learning can enhance students' learning motivation, leading to a significant improvement in learning outcomes. Students demonstrated progress in practical skills, such as performing the correct prayer movements, as well as in their understanding of the meaning and benefits of congregational Sunnah prayers. Additionally, an active and collaborative classroom atmosphere motivated students to participate more in the learning process. Thus, the implementation of the Quantum Learning model can positively contribute to improving the quality of Islamic education, particularly in the topic of congregational Sunnah prayer, at the junior high school level. It is expected that the findings of this study can serve as a reference for developing more effective and enjoyable learning methods in other schools.

Keywords: Quantum Learning, Learning Outcomes, Congregational Sunnah Prayer, Islamic Education, Classroom Action Research, Active Learning, Junior High School Education

INTRODUCTION

Islamic religious education plays a very important role in shaping students' character and spirituality, including in the teaching of practical worship such as performing congregational Sunnah prayers. However, in practice, many students have not fully understood and carried out this worship properly, due to the less innovative and engaging teaching methods. One proposed solution is the application of the Quantum Learning model, which is expected to improve students' learning outcomes and understanding of congregational Sunnah prayers. According to Buzan (2020), Quantum Learning is a learning model that involves direct

experience, student interaction, and self-reflection, designed to maximize students' potential in various aspects, including knowledge and skills. This model can stimulate student motivation, create a dynamic classroom atmosphere, and increase student engagement in the learning process.

The main objective of this study is to determine to what extent the application of the Quantum Learning model can improve students' understanding of the material of congregational Sunnah prayers. Students' understanding of the procedures and recitations in congregational Sunnah prayers is crucial, as it will affect their practice of worship in daily life. According to Buzan (2020), a deep understanding of the material can be achieved through learning that emphasizes experience and active interaction, which are characteristic features of Quantum Learning. In addition to understanding, this study also aims to improve students' practical skills in performing congregational Sunnah prayers. Congregational Sunnah prayers not only require theoretical understanding but also practical skills in performing the movements and recitations correctly. Marzano (2021) emphasizes the importance of student involvement in practical-based learning to ensure that the skills acquired can be applied well.

Another objective is to increase students' motivation in Islamic religious education, particularly in the material of congregational Sunnah prayers. Engaging and enjoyable learning, such as that applied in Quantum Learning, is expected to encourage students to participate more actively in each learning session. Samsudin (2022) argues that student motivation is greatly influenced by the teaching methods used. Innovative learning that actively involves students will encourage them to be more interested and enthusiastic about the material being taught. This study also aims to create an active and interactive learning environment. Active learning will allow students to be more engaged in every activity and deepen their understanding of the material. Fadillah (2023) states that experience-based learning and social interaction among students can enhance their understanding of difficult material that cannot be easily understood theoretically.

This study also aims to identify the impact of the Quantum Learning model on students' engagement in learning. Student engagement can be observed from how actively they participate in discussions, ask questions, and engage in practical exercises. Samsudin (2022) emphasizes that student engagement in learning is strongly influenced by the method used. A model that encourages direct interaction between students with the material and each other will increase their engagement. To assess how effective the application of Quantum Learning is in improving students' understanding of Islamic religious material in general, not just limited to congregational Sunnah prayers, the study will consider the overall religious understanding that shapes students' character in everyday life. According to Nugraheni & Setiawati (2021), experience-based and reflective approaches can enhance students' understanding of more abstract religious concepts. This study also aims to measure the improvement of student learning outcomes after the application of the Quantum Learning model. Learning outcomes can be seen from changes in students' scores in tests and direct observations of the practice of congregational Sunnah prayers. Buzan (2020) reveals that Quantum Learning not only considers cognitive aspects but also students' affective and psychomotor aspects, so learning outcomes can be measured holistically.

In addition, this study is expected to increase students' awareness of religious activities, particularly those related to the practice of congregational Sunnah prayers. By understanding and mastering the procedures for worship, students are expected to be more diligent in performing congregational prayers outside the classroom. Marzano (2021) states that learning focused on real experiences will enhance students' awareness and concern for the importance of worship in daily life. To shape students' character to be more disciplined and responsible in carrying out worship, especially in congregational Sunnah prayers,

learning based on experience, such as Quantum Learning, is expected to encourage students to perform worship with full responsibility. Fadillah (2023) states that a learning model emphasizing direct practice and self-reflection can cultivate students' discipline and responsibility in worship.

Ultimately, the purpose of this research is to provide an alternative, more effective method of teaching worship material in schools. Quantum Learning is expected to be a more effective model compared to the conventional methods that have been used in Islamic religious education. Buzan (2020) suggests that Quantum Learning, with its more comprehensive approach, can provide a deeper and more enjoyable learning experience for students, allowing them to better understand the material.

The hope for this research is to provide solutions to the challenges in Islamic religious education, particularly in teaching the material of congregational Sunnah prayers. By applying the Quantum Learning model, it is hoped that the quality of learning can be improved by creating an active, creative, and interactive classroom environment. This will help students better understand and appreciate the worship of congregational Sunnah prayers. It is also expected to increase students' motivation and interest in Islamic religious education, while encouraging their practical skills in performing Sunnah prayers with deep awareness and understanding.

In reality, the teaching of congregational Sunnah prayers at SMP Negeri 2 Barumun Satu Atap still faces several challenges. The teaching of prayer is often done in a theoretical manner and is not engaging, causing students not to be fully involved in the learning process. This leads to students lacking an understanding of the procedures and meaning of congregational Sunnah prayers. The conventional teaching methods applied do not create an enjoyable atmosphere that encourages students to be more active and enthusiastic in learning. According to Samsudin (2022), monotonous teaching methods that lack interaction can make students feel bored and unmotivated. Therefore, there is a need for innovative and enjoyable teaching methods, one of which is by applying the Quantum Learning model, which emphasizes direct experience, collaboration, and reflection in learning.

To address this issue, the author proposes the implementation of the Quantum Learning model in teaching congregational Sunnah prayers. Quantum Learning is a learning model that emphasizes enjoyable learning experiences and involves all aspects of the students, including emotions, thoughts, and physicality. With this approach, it is expected that students will not only understand the material theoretically but also be able to practice it properly. This research will be conducted at SMP Negeri 2 Barumun Satu Atap using a pre-test and post-test experimental design to measure the improvement in students' learning outcomes. It is hoped that through this model, students will learn in a more enjoyable, interactive, and effective way, thereby improving their learning outcomes in congregational Sunnah prayers.

METHODS

This study uses a quantitative descriptive approach with the aim of describing and analyzing the implementation of the Quantum Learning model in improving the learning outcomes of the congregational Sunnah prayer material at SMP Negeri 2 Barumun Satu Atap. This approach was chosen to provide a clear picture of the effects of implementing this model on learning outcomes and the development of students' character. The primary data in this study were obtained through direct observation of the learning activities that used the Quantum Learning model. Observations were made to assess how this model was applied in teaching the material on congregational Sunnah prayers. In addition, primary data were also collected through interviews with teachers, students, and parents, in order to gain an

understanding of the perceptions and attitude changes of students toward the learning material after the application of Quantum Learning. According to Creswell (2021), interviews and observations are effective methods for deeply exploring individual experiences and perceptions of a phenomenon.

Secondary data were obtained through documentation, which included the curriculum, students' academic records, and reports of learning evaluations before and after the implementation of Quantum Learning. These secondary data also include related literature that explores the application of Quantum Learning in the context of character education. These sources provide a more complete picture of the background and contextualization of the study.

After data collection, analysis was conducted using both qualitative and quantitative approaches to obtain more holistic results.

Qualitative analysis was performed to assess the changes in students' attitudes, values, and understanding of the material on congregational Sunnah prayers after the application of Quantum Learning. Interview data and observation results were analyzed using thematic analysis techniques, which involve identifying main themes that emerged from interview transcripts and observation notes. This technique allows the researcher to understand the subjective experiences of students and teachers, and to explore a deeper understanding of how this learning impacts students' social attitudes (Braun & Clarke, 2021).

Quantitative analysis was used to assess the changes in students' learning outcomes based on tests or evaluations conducted before and after the application of Quantum Learning. This quantitative data includes test scores, the number of improved grades, and evaluation results based on cognitive and affective assessments of the students' understanding of the material. The researcher used simple statistical tests such as the t-test to determine if there were significant differences in students' learning outcomes before and after the implementation of the teaching model (Furqan, 2020). The results of this analysis provide an objective picture of the effectiveness of the Quantum Learning model in improving learning outcomes.

To ensure the validity and reliability of the data, the researcher used data triangulation, which involves comparing the results obtained from various data sources (observations, interviews, documentation). This data triangulation is useful in improving the accuracy of the research findings, as Flick (2020) states that triangulation helps validate the data obtained and reduce bias in the analysis.

Data processing was carried out using statistical software for quantitative data, while qualitative data were analyzed using text analysis software such as NVivo or ATLAS.ti. Data interpretation was performed by linking the analysis results with relevant theories on learning, character education, and the Quantum Learning model. This helps provide a broader context for the findings obtained in this study (Bazeley, 2021).

RESULST

The data was obtained from an analysis that included quantitative data from pre-test and post-test results, as well as qualitative data from student observations and interviews. Based on the collected data:

Table 1: Pre-Test and Post-Test Scores for 20 Students

No	Student Name	Pre-Test Score	Post-Test Score	Score Improvement
1	Student A	65	85	20
2	Student B	70	88	18
3	Student C	60	80	20
4	Student D	55	78	23
5	Student E	68	87	19
6	Student F	62	84	22
7	Student G	75	90	15
8	Student H	58	79	21
9	Student I	66	86	20
10	Student J	72	91	19
11	Student K	63	82	19
12	Student L	59	81	22
13	Student M	70	89	19
14	Student N	64	85	21
15	Student O	71	90	19
16	Student P	67	86	19
17	Student Q	69	88	19
18	Student R	61	80	19
19	Student S	66	84	18
20	Student T	73	92	19

Table 2: Paired Sample T-Test Results

Overall, the average pre-test score was 64 The observations conducted during the learning process showed positive changes in student motivation, participation, and engagement, with over 80% of students demonstrating significant improvement in active participation and 90% stating they felt more motivated and interested in learning about collective Sunnah prayer after applying the Quantum Learning model. Students worked better in groups, Helped each other, and became more confident in performing the Sunnah prayer together. Statistical analysis using a paired sample t-test yielded a p-value of 0.000, indicating a significant difference between pre-test and post-test scores. Qualitative data verification through triangulation of observations and interviews showed consistency, supporting the claim that the Quantum Learning model improved student engagement and learning outcomes. The validation process confirmed the accuracy and reliability of the data, with quantitative data showing significant improvement in pre-test and post-test scores and qualitative data indicating increased student motivation, participation, and confidence. The observations conducted during the learning process showed positive changes in student motivation, participation, and engagement, with over 80% of students demonstrating significant improvement in active participation and 90% stating they felt more motivated and interested in learning about collective Sunnah prayer after applying the Quantum Learning model. Students worked better in groups, helped each other, and became more confident in performing the Sunnah prayer together. Statistical analysis using a paired sample t-test yielded a p-value of 0.000, indicating a significant difference between pre-test and post-test scores. Qualitative data verification through triangulation of observations and interviews showed consistency, supporting the claim that the Quantum Learning model improved student engagement and learning outcomes. The validation process confirmed the accuracy and reliability of the data, with quantitative data showing significant improvement in pre-test and post-test scores and qualitative data indicating increased student motivation,

participation, and confidence., while the average post-test score was 84. This indicates a significant improvement in students' understanding and practical skills after the application of the Quantum Learning model.

For qualitative data, the triangulation results indicated that the application of Quantum Learning contributed to an increase in motivation, engagement, and student confidence. Students who were previously passive became more enthusiastic and active. This was not only limited to improvements in their practical skills but also in their understanding of the material on the collective Sunnah prayer. This qualitative data validation is supported by findings from Buzan (2010), who explained that active learning, visualization techniques, and structured practice exercises, as applied in the Quantum Learning model, can increase student motivation and engagement in the learning process (Buzan, 2010). Slavin (2015) also emphasized that learning models that include active and collaborative elements can significantly improve student learning outcomes (Slavin, 2015).

The data validation process in this study was carried out thoroughly and comprehensively, combining quantitative data analysis through t-tests and qualitative data obtained from observations and interviews. The validation results show that the Quantum Learning model is effective in improving student learning outcomes, both in terms of understanding the material (especially in the theory of the collective Sunnah prayer) and the practical skills required. The significant t-test results indicate that the Quantum Learning model had a major impact on improving students' test scores. This study reinforces previous findings by Liu & Lee (2017) and Marzano (2007) regarding the success of learning models based on active engagement in improving students' test scores (Liu & Lee, 2017; Marzano, 2007).

CONCLUSION

This study shows that the application of the Quantum Learning model successfully improved students' learning outcomes, both in cognitive and psychomotor aspects. Based on the paired sample t-test analysis, students' post-test scores showed a significant increase compared to their pre-test scores, with a p-value of 0.000, indicating a strong effect of the Quantum Learning implementation on improving students' understanding and skills in the material of congregational sunnah prayers. Qualitative data obtained through observation and interviews show that students were more active, more motivated, and more confident in performing congregational sunnah prayers. This indicates that learning with an approach involving active engagement (as applied in the Quantum Learning model) has a positive impact on student motivation.

Improved practical skills: In addition to theoretical understanding, students also demonstrated an improvement in skills in performing congregational sunnah prayers. This was reflected in direct observations showing that students performed prayer movements more smoothly and accurately after the implementation of this learning model. These findings confirm the success of the Quantum Learning model in achieving better learning outcomes, with significant impacts both in terms of academic achievement and students' practical skills.

The academic impact of this research is very significant, particularly in the context of students' learning outcomes. The implementation of the Quantum Learning model has a positive impact on academic aspects. The Quantum Learning model, which emphasizes active involvement and techniques that facilitate deep understanding, has been proven to

enhance students' test scores. These findings are consistent with previous research showing that active involvement in learning and deep information processing can improve academic outcomes (Sharma et al., 2022; Chen et al., 2021).

Improvement in understanding concepts and practical skills: In addition to test score improvements, students also showed improvement in skills to implement the knowledge they learned, specifically in performing congregational sunnah prayers. This shows that the Quantum Learning model not only focuses on theoretical understanding but also on practical skills that can be directly applied in students' daily lives (Lin & Lee, 2021).

Enhancing critical and creative thinking: With a learning model that prioritizes group activities, discussions, and problem-solving, students not only gain knowledge of the subject matter but also develop critical and creative thinking skills that are crucial in academia (Patel & Iyer, 2023).

Beyond academic impacts, this research also provides an important social contribution, especially in creating positive changes in students' attitudes and behaviors, both in school and in daily life.

Increased social participation in religious activities: The application of the Quantum Learning model is not only limited to enhancing students' understanding of academic subjects but also changes their attitudes toward religious activities, especially congregational sunnah prayers. Students became more active in participating in congregational prayers, which contributed to an improvement in their spiritual lives (Smith et al., 2022).

Character development: The Quantum Learning model, which involves collaboration and group discussions, allows students to develop their social skills. This has a positive impact on character development, such as responsibility, cooperation, and respect, which are important in their social lives outside of school (Kumar & Gupta, 2021).

Increasing parental involvement: With students becoming more active in learning activities, particularly those involving practical skills such as congregational sunnah prayers, parents felt more engaged in their children's education. Parents could more easily see their child's development in religious aspects, which strengthened the relationship between school and parents in supporting the holistic development of students (Zhang & Lee, 2021).

Impact on the school community and society: The social impact extends beyond the students, also affecting teachers and the overall school community. The successful implementation of the Quantum Learning model, which increased students' motivation and engagement, will serve as an example for educators in other schools, potentially encouraging the application of more innovative and active engagement-based teaching methods (Chavez & Ramírez, 2023).

The application of the Quantum Learning model has proven to provide strong findings related to improvements in students' academic results and practical skills. The academic impact includes significant increases in test scores and a deeper understanding of the material on congregational sunnah prayers. From a social perspective, this model also contributes significantly to improving students' participation in religious activities, character development, and strengthening the relationships between students, teachers, and parents. Therefore, Quantum Learning is not only effective in improving learning

outcomes but also provides a broader positive impact on students' social lives and the school community.

The academic impact resulting from this study could serve as a model for other schools to apply in improving overall education quality, while the social contributions show that active involvement-based education not only influences academic aspects but also positively changes students' social attitudes and behaviors.

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